

MontCAS, Phase 2 CRT

System: Hardin Public Schools
Grade: 04
Spring 2004

Reading

System Summary Report

I. Distribution of scores

Perf. Level	Scores	System			State		
		N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.
Advanced	297-300	2	2	9	786	7	26
	294-296	2	2		346	3	
	290-293	1	1		369	3	
	287-289	1	1		403	4	
	283-286	5	4		887	8	
Proficient	276-282	4	3	20	862	8	39
	270-275	3	3		800	8	
	263-269	5	4		1074	10	
	257-262	3	3		631	6	
	250-256	8	7		838	8	
Nearing Proficiency	245-249	4	3	25	245	2	18
	240-244	10	9		501	5	
	235-239	7	6		444	4	
	230-234	5	4		387	4	
	225-229	3	3		3	3	
Novice	220-224	5	4	46	2	2	17
	215-219	6	5		26	3	
	210-214	6	5		305	3	
	205-209	11	9		254	2	
	200-204	25	22		101	7	

II. Subtest results

Reading		Points Possible	Points Earned
Total Points		30	39
Standards	1. Students demonstrate meaning as they comprehend and respond to what they read	24	15
	2. Students apply a range of reading strategies to read	16	8
	3. Students set goals, monitor, and evaluate their reading	This standard is not measureable in a statewide assessment.	
	4. Students select, read, and respond to print and nonprint material for a variety of purposes	11	5
	5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences	9	5

CRT Performance Level Descriptors

Advanced (283-300)

This level denotes superior performance.

Proficient (250-282)

This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency (225-249)

This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice (200-224)

This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

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III. Results for Subgroups of Students

Reporting category	System					State				
	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A
All Students	116	46	25	20	9	10644	17	18	39	
Gender										
Male	61	48	26	15	11	5470	19	17	39	24
Female	55	44	24	25	7	5174	14	18	40	28
Ethnicity										
American Indian	84	55	27	14	4	1236	37	26	28	10
Asian	2	*	*	*	*	103	11		47	
Black or African American	0	*	*	*	*	103	23		40	
Hispanic	2	*	*	*	*	239	18	2	38	
Native Hawaiian or Other Pacific Islander	0	*	*	*	*	2		8	50	
White	28	21	18	32	29	839		16		
Significant Cognitive Disability	0	*	*	*	*			*		*
Students with a 504 Plan	0	*	*	*	*	29			3	17
Title I (optional)	0	*		*		16	27	28	34	11
Tested with Standard Accommodation	50	40		6		2775	31	21	33	15
Tested with Non-Standard Accommodation	3		*	*		115	100	0	0	0
Alternate Assessment	If in your system or school to be used as an alternate, please refer to Table III on the System or School CRT-Alternate Summary Report.									
Migrant	1	*		*	*	37	27	16	49	8
Gifted/Talented	8	*	*	*	*	630	0	2	22	76
LEP/ELL	55	68	28	5	0	394	54	26	17	4
Free/Reduced Lunch	88	56	23	15	7	3960	26	23	36	15

* Less than ten (10) students were assessed.